DIDRR Coursebook



# Table of Contents

[Table of Contents 2](#_Toc502335331)

[Module 1: The case for Inclusive Disaster Risk Reduction 4](#_Toc502335332)

[Module 1 / Activity 4: Disaster Risk Reduction is everyone's business 4](#_Toc502335333)

[Module 2: Transforming policy into practice 5](#_Toc502335334)

[Module 2 / Activity 3: Case Study: Australia 5](#_Toc502335335)

[Module 3: Designing inclusive disaster plans 6](#_Toc502335336)

[Module 3 / Activity 2: Who are your community partners? 6](#_Toc502335337)

[Module 3 / Activity 3: Community accessibility and resiliency 6](#_Toc502335338)

[Module 3 / Activity 4: Case Study 7](#_Toc502335339)

[Module 4: Implementing inclusive disaster plans 8](#_Toc502335340)

[Module 4 / Activity 1: Accessible Response Anticipation and Problem Solving 8](#_Toc502335341)

[Checklist for Person with a disability 8](#_Toc502335342)

[Checklist for emergency managers 9](#_Toc502335343)

[Module 4 / Activity 2: Inclusive Design in DIDRR 14](#_Toc502335344)

[Module 4 / Activity3: Identifying shortfalls and taking corrective actions 15](#_Toc502335345)

[Module 4 / Activity: Problem Solving questions 15](#_Toc502335346)

[Module 4 / Activity 5: Assess and retest during the event 15](#_Toc502335347)

[Module 4 / Activity 6: Post Event Lessons Learned ( 16](#_Toc502335348)

[Module 4 / Activity 8: Snapshots of success 16](#_Toc502335349)

[Module 5: Inclusive recovery 17](#_Toc502335350)

[Module 5 / Activity 1: Guiding Principles 17](#_Toc502335351)

[Module 5 / Activity 2: Ensuring inclusion of whole community 17](#_Toc502335352)

[Module 5 / Activity 3: Planning 17](#_Toc502335353)

[Module 5 / Activity 4: Public information and warning 17](#_Toc502335354)

[Module 5 / Activity 5: Operational coordination 18](#_Toc502335355)

[Module 5 / Activity 6: Economic recovery 18](#_Toc502335356)

[Module 5 / Activity 7: Health and social services 18](#_Toc502335357)

[Module 5 / Activity 8: Housing 18](#_Toc502335358)

[Module 5 / Activity 9: Infrastructure systems 19](#_Toc502335359)

[Module 5 / Activity 10: Natural and cultural resource 19](#_Toc502335360)

[Module 5 / Activity 11: Twin Track Approach 19](#_Toc502335361)

# Module 1: The case for Inclusive Disaster Risk Reduction

## Module 1 / Activity 4: Disaster Risk Reduction is everyone's business

1. In the country you are working in, what evidence do you have to show that the essential components are aligned to ensure sustainability?

# Module 2: Transforming policy into practice

## Module 2 / Activity 3: Case Study: Australia

As this case study has shown, how a country responds to the CRPD, Incheon Strategy and Sendai Framework depends upon it's context. What is shared is a need for the strategy to be Disability Inclusive. We can learn a lot from critically analysing the efforts of other countries. and then comparing and contrasting them to the efforts in our country.

1. Identify your nation's Disaster Risk reduction strategy.
2. What are the key elements of your national strategy?
3. How does your strategy align with CRPD?
4. How does your strategy align with Incheon Strategy?
5. How does your strategy align with Sendai Framework?
6. What is unique about your national strategy?
7. What coordinated resources and initiatives are in place to support your national strategy?
8. Now critically compare and contrast your nation's strategy with that of [another country.](http://www.unisdr.org/partners/countries) (ie: What are the strengths and weaknesses of each strategy?) You can use either:
   1. Australia's  [National Strategy for Disaster Resilience](https://www.ag.gov.au/emergencymanagement/documents/nationalstrategyfordisasterresilience.pdf) (19 pages) OR
   2. Choose one from UNISDR's list of [countries and national platforms](http://www.unisdr.org/partners/countries) implementing disaster risk reduction strategies to help build resilient communities.

# Module 3: Designing inclusive disaster plans

## Module 3 / Activity 2: Who are your community partners?

Use your copy of the ‘*DIDRR Contacts Book’* file to collate the information. Please note the ‘*DIDRR Contacts Book’ can be opened in Microsoft Excel, Google Sheets, Apple Numbers or other similar products.*

## Module 3 / Activity 3: Community accessibility and resiliency

For each of the steps listed in Activity 3 – “Community accessibility and resiliency” provide a description of the event / process. Then outline how you:

* Recognised diversity
* Removed barriers
* Tailored approaches
* Enabled participation in decision making

| Steps | Description | Recognition of diversity | Removal of barriers | Tailored approaches | Participation in decision making |
| --- | --- | --- | --- | --- | --- |
| Step 1:  Selecting the community |  |  |  |  |  |
| Step 2  Strengthening inclusion |  |  |  |  |  |
| Step 3  Participatory Disaster Risk Assessment |  |  |  |  |  |
| Step 4  Participatory Disaster Management Planning/DRR Action Planning |  |  |  |  |  |
| Step 5  Community / Managed Implementation |  |  |  |  |  |
| Step 6  Participatory Monitoring and Evaluation |  |  |  |  |  |

## Module 3 / Activity 4: Case Study

Both the videos highlight that there were lessons to be learned from previous natural disasters and that persons with disabilities can and should have an active role in any DIDRR strategy. Based on your reflections of the videos as well as your answers in Module 3 / Activity 3:

1. Critically assess your current disaster risk reduction strategies and then explain how they are disability-inclusive.
2. What evidence do you have to support your assessment?
3. What further steps can be taken to improve the disability-inclusive features?

# Module 4: Implementing inclusive disaster plans

## Module 4 / Activity 1: Accessible Response Anticipation and Problem Solving

How well does your current evacuation plan/s apply the principles of Universal Design?

### Checklist for Person with a disability

| Individual Building-evacuation procedures | Y,N or N/A | Comments |
| --- | --- | --- |
| Does your building have evacuation procedures? |  |  |
| Were evacuation procedures established in consultation with you, your emergency managers and your buddies? |  |  |
| Do you have an individual emergency- evacuation plan? (Use the section below to create one if you do not already have one.) |  |  |
| Do the building procedures incorporate your individual evacuation plan? |  |  |
| If the building does not have evacuation procedures in place, do you know who to speak to about them? |  |  |
| Does your building have an alarm system that warns you of an emergency? |  |  |
| Do you have a communication system? |  |  |
| Do you have two accessible exit routes? |  |  |
| If not, do you know who to speak to about it? |  |  |
| Does your plan indicate how you can be located in the building? |  |  |
| Does your evacuation plan explain evacuation procedures adequately? |  |  |
| Is the building elevator system capable of providing a safe exit for you during an evacuation or will the stairs be needed? |  |  |
| Does your plan include the use of evacuation devices? |  |  |
| Does your plan include the assistance of buddies? |  |  |
| Does your plan specify whether or not to use a particular lift or carry method? |  |  |
| Was training been provided on evacuation procedures? |  |  |
| Did you participate? |  |  |
| Did your buddy or assistant attend? |  |  |

### Checklist for emergency managers

| Managers Building-evacuation procedures | Y, N or N/A | Comments |
| --- | --- | --- |
| Access routes |  |  |
| Are there at least two accessible exit routes from the building? |  |  |
| Is there an exterior access route to the main entrance (e.g., fire escape)? |  |  |
| Is the building accessible to people with mobility limitations? |  |  |
| Is the surface of the exit route stable, firm, level and slip-resistant? |  |  |
| Are the access routes at least 920 millimetres (36 inches) wide? |  |  |
| If there is a ramp, is the slope 1:20 or greater? |  |  |
| Is the route free of protruding objects? |  |  |
| Can the elevators be used for evacuation? |  |  |
| Is there an established outside meeting place? |  |  |
| Stairs |  |  |
| Do stairs have uniform risers? |  |  |
| Do stairs have a handrail on both sides? |  |  |
| Doors |  |  |
| Are doors at least 810 millimetres (32 inches) wide? |  |  |
| Can the doors be easily unlatched and opened? |  |  |
| Signs |  |  |
| Are all signs free from glare and well contrasted? |  |  |
| Are there Braille and tactile signs? |  |  |
| Do the signs clearly indicate the accessible exit route? |  |  |
| Area of refuge/rescue assistance |  |  |
| Is there an area of refuge/rescue assistance? |  |  |
| Is there an area of at least 1500 x 1500 millimetres (59 inches x 59 inches) that will accommodate a wheelchair? |  |  |
| Is an evacuation device available at that location? |  |  |
| Is there a communication device in the area? |  |  |
| Is there a sign indicating the location of the area of refuge? |  |  |
| Does the area of refuge appear on the evacuation procedures for the facility? |  |  |
| Communication |  |  |
| Is there a visual alarm |  |  |
| (e.g., one with blinking lights)? |  |  |
| Are telephones available within a height of 1200 millimetres (47 inches)? |  |  |
| Are telephones equipped with volume control? |  |  |
| Is there a TTY or text telephone available? |  |  |
| Emergency-evacuation planning |  |  |
| Are there emergency-evacuation procedures for the building? |  |  |
| Have the evacuation procedures been posted/communicated? |  |  |
| Is the information available in different formats (e.g., Braille, CD, audio, verbal communications, large print, sign language)? |  |  |
| Do safety and health committees exist? |  |  |
| If so, were they consulted about the procedures? |  |  |
| Are there emergency-evacuation procedures in place for people who need assistance to evacuate? |  |  |
| Were the individuals consulted about these procedures? |  |  |
| Instructions and training |  |  |
| Is training provided to everyone? |  |  |
| Is specific evacuation training provided to people who need assistance to evacuate? |  |  |
| Is specific evacuation training provided to buddies/monitors (people assigned to assist at-risk individuals to evacuate)? |  |  |
| Are training and information on safety and health available in different formats |  |  |
| (e.g., Braille, CD, audio, verbal communications, large print, sign language)? |  |  |
| Personnel responsibilities |  |  |
| Have two buddies/monitors been assigned to each person who requires evacuation assistance? |  |  |
| Have emergency wardens been appointed for each floor in the building? |  |  |
| Are the buddies/monitors on the same floor as the emergency wardens? |  |  |
| Are the wardens trained to provide assistance? |  |  |
| Do emergency wardens meet at least once a year? |  |  |
| Are drills carried out at least once per year? |  |  |
| Does everyone participate in the drills? |  |  |
| Do people who require assisted evacuation participate in the drills? |  |  |

## Module 4 / Activity 2: Inclusive Design in DIDRR

How well does your current evacuation plan/s apply the principles of Universal Design? Add to the table below to align your current evacuation plan/s to the principles of Universal Design.

| Have we used Standard Design | Have we used Universal Design |
| --- | --- |
| Instructions delivered by voice, siren, bullhorn, alarm | Redundant instructions / voice, sign, visual, text, pictograms, tactile |
| Shelter in place, wait for rescue, evacuate without assistive devices, separate from family and natural supports | People with and without disabilities have practiced evacuation strategies |
| Shelters not designed for accessibility.  Entry, toilet, shower, path of travel, sensory needs, privacy, information sharing, dietary, service and comfort animals, power, sleeping, transportation, health maintenance, medication, supplies and devices have not been considered. No problem / solving process in place. | Shelters designed for accessibility, entry, toilet, shower, path of travel, sensory needs, privacy, information sharing, dietary, service and comfort animals, sleeping, power, transportation, health maintenance, medication, supplies and devices. Problem solving process established. |
| Emergency planners and responders have planned “for” persons with disabilities rather than “with” persons with disabilities. The needs of persons with disabilities are considered “special” or “vulnerable”. | Persons with disabilities have been “at the table” and have been involved in whole community inclusive planning, as contributors and as partners in preparedness. |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## Module 4 / Activity3: Identifying shortfalls and taking corrective actions

Develop a building evacuation plan.

* Create and consult with an evacuation planning committee
* Conduct an emergency risk management study
* Identify responsibilities, resources and services that will be needed
* Develop arrangements and systems
* Document and exercise the plan, monitor and review

## Module 4 / Activity: Problem Solving questions

Using problem solving method – fishbone from video

1. Who are contacted for disability accessibility guidance (ID the areas)?
2. What is the role of disabled persons’ organizations?
3. If the experts can not be reached, what should be done next to locate resources (link to resource page, include HHOT on list)?
4. Who are responsible for accommodating persons with disabilities and older adults?
5. What are the actions needed from the persons with disabilities and their families?
6. What actions should be expected from community leaders and government

## Module 4 / Activity 5: Assess and retest during the event

Prior to an event create a checklist for responses. Then during the event review and amend accordingly.

1. Identify the ***questions (link to the questions team creates)*** to ask to get the information needed
2. Use prior training to avoid known risks and identify opportunities
3. Update the planned actions to meet the current situation
4. Take action as required

## Module 4 / Activity 6: Post Event Lessons Learned (

Undertake a Post Event Lessons Learned process

1. Develop a Post Event Lessons Learned checklist. Identify post event questions to avoid repeating mistakes
2. Use [predictive analytics](https://en.wikipedia.org/wiki/Predictive_analytics#Definition) and impacted community members to create new strategies
3. Test and retest the revised strategies to ensure their viability
4. Apply the new strategies and update the DRR plan to reflect the new strategies
5. Train personnel and community to new plan

## Module 4 / Activity 8: Snapshots of success

Research has shown that success really does breed success. The positive energy of one event can motivate and stimulate another. Even small successes can grow into much bigger ones.  Using your mobile phone, identify, capture and share a small success via Youtube.

To assist you set up your own YouTube Channel here are a few resources

* Teacher's Tech’ s [YouTube (FULL)Tutorial 2017 - How To Make A YOUTUBE Channel](https://youtu.be/41YehxZ7t4o)
* YouTube Help – [Create a new channel](https://support.google.com/youtube/answer/1646861?hl=en).

# Module 5: Inclusive recovery

## Module 5 / Activity 1: Guiding Principles

Who are the people in your community who can help you achieve the following principles?

* Individual and Family Empowerment
* Leadership and Local Primacy
* Pre-Disaster Recovery Planning
* Engaged Partnerships and Inclusiveness
* Unity of Effort
* Timeliness and Flexibility
* Resilience and Sustainability
* Psychological and Emotional Recovery

Update your ‘*DIDRR Contacts Book’* file to reflect this updated information.

## Module 5 / Activity 2: Ensuring inclusion of whole community

In Module 3 Activity 2 you began the process of identifying key organisations and entities in your community who could be part of a Disability Inclusive Disaster Risk Reduction team. Many of the same stakeholders should be at the table for the critical recovery phase. There may be others who can also play an integral role during this phase. It is time to expand the list.

1. Who should be recovery phase?
2. What roles will they play?
3. How will the key players cooperate?

## Module 5 / Activity 3: Planning

Disaster risk reduction practices need to be multi-hazard and multi-sectoral, inclusive and accessible in the design and implementation of policies, plans and standards. To truly be inclusive and accessible your practices must be based upon the principles of universal design from the start. For a minimum of three of the critical tasks outlined above:

1. identify potential points of exclusion.
2. describe the steps you would take remove the points of exclusion.

## Module 5 / Activity 4: Public information and warning

Disaster risk reduction practices need to be multi-hazard and multi-sectoral, inclusive and accessible in the design and implementation of policies, plans and standards. To truly be inclusive and accessible your practices must be based upon the principles of universal design from the start. For a minimum of three of the critical tasks outlined above:

1. identify potential points of exclusion.
2. describe the steps you would take remove the points of exclusion.

## Module 5 / Activity 5: Operational coordination

Disaster risk reduction practices need to be multi-hazard and multi-sectoral, inclusive and accessible in the design and implementation of policies, plans and standards. To truly be inclusive and accessible your practices must be based upon the principles of universal design from the start. For a minimum of three of the critical tasks outlined above:

1. identify potential points of exclusion.
2. describe the steps you would take remove the points of exclusion.

## Module 5 / Activity 6: Economic recovery

Disaster risk reduction practices need to be multi-hazard and multi-sectoral, inclusive and accessible in the design and implementation of policies, plans and standards. To truly be inclusive and accessible your practices must be based upon the principles of universal design from the start. For a minimum of three of the critical tasks outlined above:

1. identify potential points of exclusion.
2. describe the steps you would take remove the points of exclusion.

## Module 5 / Activity 7: Health and social services

Disaster risk reduction practices need to be multi-hazard and multi-sectoral, inclusive and accessible in the design and implementation of policies, plans and standards. To truly be inclusive and accessible your practices must be based upon the principles of universal design from the start. For a minimum of three of the critical tasks outlined above:

1. identify potential points of exclusion.
2. describe the steps you would take remove the points of exclusion.

## Module 5 / Activity 8: Housing

Disaster risk reduction practices need to be multi-hazard and multi-sectoral, inclusive and accessible in the design and implementation of policies, plans and standards. To truly be inclusive and accessible your practices must be based upon the principles of universal design from the start. For a minimum of three of the critical tasks outlined above:

1. identify potential points of exclusion.
2. describe the steps you would take remove the points of exclusion.

## Module 5 / Activity 9: Infrastructure systems

Disaster risk reduction practices need to be multi-hazard and multi-sectoral, inclusive and accessible in the design and implementation of policies, plans and standards. To truly be inclusive and accessible your practices must be based upon the principles of universal design from the start. For a minimum of three of the critical tasks outlined above:

1. identify potential points of exclusion.
2. describe the steps you would take remove the points of exclusion.

## Module 5 / Activity 10: Natural and cultural resource

Disaster risk reduction practices need to be multi-hazard and multi-sectoral, inclusive and accessible in the design and implementation of policies, plans and standards. To truly be inclusive and accessible your practices must be based upon the principles of universal design from the start. For a minimum of three of the critical tasks outlined above:

1. identify potential points of exclusion.
2. describe the steps you would take remove the points of exclusion.

## Module 5 / Activity 11: Twin Track Approach

How have you implemented a two-track approach?